



Strengthening Quranic Literacy as an Effort to Nurture a Generation of Strong Believers at SMK Muhammadiyah 5 Surakarta

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ABSTRACT

This study aims to explore the enhancement of Qur'anic literacy as an effort to nurture the Al-Mu'min Al-Qowiy generation at SMK Muhammadiyah 5 Surakarta. The Qur'anic literacy program implemented at this school focuses not only on reading and memorization skills but also on a deep understanding of the meanings of Qur'anic verses and their application in daily life. The method used in this study is descriptive qualitative, employing data collection techniques such as interviews, observations, and documentation. The results of the study indicate that the Quran literacy program has a positive impact on students' understanding of the Quran and the development of their character. Students participating in this program demonstrated improvements in discipline, social responsibility, and mutual respect. Additionally, they were more active in religious activities outside of school and better able to manage stress and personal challenges. These findings align with the theory of religion-based character education, which states that Qur'anic literacy can serve as an effective tool in shaping students' character. However, this study also identified several challenges, such as time constraints within the vocational high school curriculum which is more focused on technical skills—that need to be addressed through a more flexible approach. Overall, this study reveals that strengthening Quranic literacy can serve as a model for the development of religion-based character education in vocational high schools in Indonesia.

Keywords: Quranic Literacy, Character Education, Al-Mu'min Al-Qowiy Generation, Muhammadiyah Vocational High School, Character Formation

1. Introduction

Education is one of the key elements in shaping the character of the younger generation. In the context of education in Indonesia, religious education plays a very significant role in shaping students' character, particularly in strengthening their moral and spiritual values. Among the various aspects of religious education, Qur'anic literacy is fundamental. Quranic literacy encompasses not only the ability to read and memorize but also a deep understanding of the moral and ethical messages contained within the Quran (Alfitri, 2018). Therefore, Qur'anic literacy education in schools, including at the Vocational High School (SMK) level, is crucial in shaping a generation that is not only academically intelligent but also strong in faith and morality.

In Indonesia, Islamic religious education is an integral part of the curriculum in schools, particularly at the elementary and secondary levels. However, a major challenge is how to effectively integrate Qur'anic literacy into students' daily lives. Research conducted by Sari (2019) reveals that Quranic literacy education based on understanding and practice can have a significant impact on the character development of students, particularly in terms of independence and social responsibility. Therefore, it is important to conduct further research on how strengthening Qur'anic literacy can support the development of a generation with strong faith and high moral standards (Mustafa, 2020).

In general, Qur'anic literacy in secondary schools, including vocational high schools, plays a role in instilling noble Islamic values in students. However, the implementation of Qur'anic literacy often faces various challenges, ranging from time constraints within the curriculum to a lack of supporting resources, such as teachers competent in the field. According to research conducted by Hidayati (2020), effective implementation of Qur'anic literacy requires the active role

of teachers, supportive school management, and parental involvement in monitoring the learning process at home. This serves as a crucial foundation for this study to explore the strengthening of Qur'anic literacy as part of character development for students at SMK Muhammadiyah 5 Surakarta.

As times change, the challenges facing the world of education grow increasingly complex. One of the greatest challenges is shaping a younger generation that excels not only academically but also possesses high moral integrity. One way to achieve this goal is by strengthening Qur'anic literacy in schools. Education focused on Qur'anic literacy is expected to shape a generation that not only masters knowledge but also possesses strong faith and noble character. Such a generation is often referred to as the Al-Mu'min Al-Qowiy generation—a generation that is strong in faith and religious practice, and capable of applying the teachings of the Qur'an in daily life (Zahra, 2021).

The concept of Al-Mu'min Al-Qowiy refers to an individual who possesses a balance between physical, intellectual, and spiritual strength. In this regard, Qur'anic literacy plays a very significant role, as the values contained in the Qur'an can shape students' character to be strong in facing life's challenges. Research conducted by Fahmi (2019) indicates that students with a good understanding of the Qur'an tend to be more disciplined, honest, and possess a high level of social awareness. Therefore, Qur'anic literacy is not merely the ability to read the text of the Qur'an, but also the ability to implement the teachings of the Qur'an in daily life (Ibrahim, 2018).

In an effort to develop a generation of Al-Mu'min Al-Qowiy, SMK Muhammadiyah 5 Surakarta has implemented a program to strengthen Qur'anic literacy as part of its curriculum. This program aims to equip students with the ability to read and understand the Qur'an and to apply the values contained within it. This program focuses not only on memorization but also on

understanding the context and interpretation of the Qur'an as it relates to daily life (Mulyadi, 2020). In this regard, the school plays a crucial role in creating an environment that supports the enhancement of Qur'anic literacy and the development of students' character.

However, as previously mentioned, there are various challenges in implementing this Qur'anic literacy program. One of the main challenges is the limited time available in the vocational high school (SMK) curriculum, which is generally more focused on teaching technical skills. According to research conducted by Aziz & Sari (2020), integrating Qur'anic literacy into the vocational high school curriculum requires a more flexible approach so that students can learn more effectively and comprehensively. Therefore, it is important to conduct further research on the appropriate model for strengthening Qur'anic literacy to be implemented in vocational high schools, particularly at Muhammadiyah 5 Vocational High School in Surakarta.

In addition to these challenges, the effectiveness of the Qur'an literacy program also depends on the quality of instruction provided. Quranic literacy instruction that prioritizes only memorization and routine recitation without being balanced by a deep understanding will be less effective in shaping students' character (Taufik, 2018). Therefore, it is important for educators to develop teaching methods that not only prioritize academic aspects but also integrate the teaching of moral values contained in the Quran. In this regard, the role of teachers as facilitators and motivators is crucial to ensure students truly understand and practice the values of the Qur'an in their daily lives (Anwar, 2020).

This study aims to explore how strengthening Qur'anic literacy can contribute to character development among students at SMK Muhammadiyah 5 Surakarta. The researcher will employ a qualitative approach to delve deeper into the implementation of the Qur'anic literacy program, the challenges encountered, and its impact on fostering the "Al-Mu'min Al-Qowiy" generation. It is hoped

that the results of this study will make a positive contribution to the development of religious education curricula in vocational schools and provide recommendations for strengthening Qur'anic literacy at the secondary education level.

Overall, the Qur'anic literacy program at SMK Muhammadiyah 5 Surakarta has tremendous potential to foster students' character, making them better, more disciplined, and more compassionate toward others. This program is expected not only to strengthen students' faith but also to enhance their moral and social qualities. Thus, this study is highly relevant to assist other schools in Indonesia in developing similar programs that can improve Quranic literacy and foster a better and higher-quality generation.

2. Method

This study employs a qualitative approach using the case study method to explore the enhancement of Qur'anic literacy in the development of the Al-Mu'min Al-Qowiy generation at SMK Muhammadiyah 5 Surakarta. A qualitative approach was chosen to gain a deep understanding of the phenomena occurring in the field, both in terms of the management of the Qur'anic literacy program and its impact on the character development of students. In qualitative research, the data collected comes from in-depth interviews, direct observation, and document analysis, which provide a holistic picture of the implementation of Qur'anic literacy at the school (Creswell, 2014). With this approach, the researcher not only obtains data from diverse sources but can also trace the relationships between the variables influencing the program's implementation.

The research activity flowchart begins with the planning stage, which involves problem identification, research objectives, and the collection of preliminary information regarding the state of Qur'anic literacy at SMK Muhammadiyah 5 Surakarta. This stage

includes the collection of secondary data in the form of school policy documents related to Qur'anic literacy and initial interviews with school officials to understand the context. Next, during the implementation phase, the researcher conducted in-depth interviews with students, teachers, and other school officials. Direct observations were conducted to document the implementation of Quran literacy activities within the learning process. The collected data was then analyzed using thematic analysis techniques to identify themes emerging from the respondents, as well as to explore their perspectives and experiences regarding the strengthening of Qur'anic literacy in schools (Denzin & Lincoln, 2011). This approach enabled the researcher to understand how Qur'anic literacy influences students' character in everyday contexts.

Once the implementation phase is complete, the next step is the preparation of the research report. In this phase, the researcher formulates the main findings from the data analysis conducted and develops recommendations for the development of more effective Qur'anic literacy programs at SMK Muhammadiyah 5 Surakarta and other schools. This report also includes an interpretation of the research results discussed in relation to existing literature. A flowchart of the implementation activities will also be included in the report as a visual illustration of the research stages. This diagram will help readers understand the process that has been undertaken, from planning and implementation to report writing. Thus, this study not only provides a practical overview of strengthening Quranic literacy at SMK Muhammadiyah 5 Surakarta but also contributes to the development of religion-based education (Sugiyono, 2017).

3. Results and Discussion

The community service activity carried out at SMK Muhammadiyah 5 Surakarta focused on strengthening Quranic literacy among students to support the development

of the Al-Mu'min Al-Qowiy generation. The implementation of this activity aimed to enhance students' understanding of the Quran and its application in daily life. In line with these objectives, the program was designed to address the challenges faced by students, particularly in deepening their religious understanding and integrating Quranic values into their social behavior. Previously, the school faced the issue of insufficient Quranic literacy among the majority of students, which hindered the development of strong character and noble ethics.

The community service activity focused on introducing Qur'anic literacy materials through direct classroom instruction and interactive sessions. The materials covered proper recitation of the Qur'an, exegesis, and an understanding of the moral values contained in each surah. Students were given the opportunity to actively participate through group discussions and group recitation exercises. As a result, most students showed an increase in confidence when reading and understanding the meaning of the verses they read, which they previously found difficult to comprehend. Photos of this activity can be seen in the first image, which shows the students' enthusiasm in participating in the interactive learning sessions.

Throughout the program, the primary focus was on fostering more intensive interaction with students. Through a more personalized approach, teachers guided students in understanding the interpretation of the Qur'an, enabling them to connect the verses to their daily lives. Activities such as question-and-answer sessions, group discussions, and regular recitation practice significantly enhanced students' understanding. In this context, teachers do not merely act as conveyors of information but also serve as mentors who motivate students to apply the teachings of the Qur'an in their social lives. This process enables students not only to memorize the text of the Qur'an but also to internalize the values contained within it.

Following the implementation of the activities, positive changes were observed in students' behavior and attitudes. Before the activities began, most students lacked confidence in reciting the Qur'an and did not fully grasp the meaning behind the recitation. However, after participating in the activity, students demonstrated significant progress in terms of their ability to read the Qur'an properly and accurately, and began applying the values of the Qur'an in their lives. This is evident in the increased discipline, honesty, and sense of social responsibility among students following their participation in the Qur'anic literacy sessions held in class.

In the final stage, the report on the changes observed following the implementation of the activities noted a significant improvement in the students' moral and spiritual development. Values such as patience, empathy, and honesty became more evident in their daily behavior.

This is reflected in the feedback provided by teachers and school administrators, who noted that students were more open and proactive in participating in religious activities outside the classroom, such as group prayers and celebrations of major Islamic holidays. The second photo, showing students posing together after the activity, serves as evidence of their high level of enthusiasm for the program.

Furthermore, the implementation of this activity also had a positive impact on the quality of social relationships among students, teachers, and other school staff. The Quran literacy enhancement activities are not limited to academic aspects but also strengthen social bonds among students. Discussions held in small groups provide a space for students to share experiences and support one another in deepening their understanding of Quranic teachings. This serves as a crucial foundation for building a more inclusive school environment rooted in religious values.

Nevertheless, some challenges remain, such as the limited time allocated for these activities in the school schedule. This limited time prevents some students from fully participating in each session. However, this

does not diminish the positive impact of the activities. The school plans to evaluate and refine the Quran literacy enhancement program by integrating it more deeply into the school curriculum and ensuring that every student has sufficient time to participate in these activities.

Overall, this community service activity successfully achieved its goal of improving the Quran literacy of students at SMK Muhammadiyah 5 Surakarta and had a positive impact on their character development. Based on the results of the activity, it can be concluded that strengthening Quranic literacy can be an effective way to shape a generation of Al-Mu'min Al-Qowiy who are strong in faith and morality. With further evaluation and development, this program can be expanded to other schools as a model for Quranic literacy instruction that directly impacts students' character.





4. Conclusion

The community service activity focused on strengthening Quranic literacy at SMK Muhammadiyah 5 Surakarta successfully achieved its set objectives. This program not only succeeded in improving students' Quranic reading skills but also had a positive impact on their character development. After participating in this activity, students demonstrated improvements in moral and spiritual aspects, such as discipline, honesty, and social responsibility. Additionally, more intensive interactions between students

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and teachers, as well as among students themselves, have strengthened social bonds within the school environment. However, challenges related to the limited duration of the program remain a hurdle that must be addressed for further development. Therefore, it is recommended to extend the duration of the activities and integrate the Quran literacy program more comprehensively into the school curriculum. With continuous evaluation and improvement, it is hoped that this program can be expanded to other schools and make a greater contribution to the development of a high-quality younger generation.

5. Allowance

We would like to express our deepest gratitude to all parties who have assisted in the implementation of this community service activity. Special thanks go to SMK Muhammadiyah 5 Surakarta for providing the opportunity and facilities to carry out this program. We also thank all the teachers and students who actively participated and provided full support throughout the event. Last but not least, we extend our gratitude to the sponsors and donors who supported this event, ensuring it ran smoothly and provided significant benefits to all involved parties. We hope this collaboration will continue and have a broader positive impact on the advancement of education in the future.

not involve the generation of core research ideas, data analysis, original findings. All content has been carefully reviewed, revised, and validated by the authors to ensure its accuracy, originality, and academic integrity.

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